**Lesson 10**

Essential question: How do we develop global curricula?

Laura update on movies. (10 minutes)

Kyle will ask students if there are any announcements. Kyle will gauge student knowledge of “Mountains Beyond Mountains” and decide how to use it for next week. He will then review the essential questions from the past weeks about and ask students for observation/questions about “Affirming Plural Belonging." (30 minutes)

Kyle will then introduce and administer the quiz. (10 minutes)

Laura will return students to their subject matter groups from last week. She will ask students, working in groups of three, to plan a lesson (by filling out lesson plan worksheet) that: 1) applies an academic concept in your subject area; 2) that uses authentic input; 3) that encourages student-to-student interaction and cooperation; and 4) that makes explicit use of home language and cultural resources as an at-home extension. Next week, we will have a lesson swap, where you will explain this lesson to another group and get their feedback. (30 minutes)

BREAK

Kyle will clarify what is at stake in each of the dualisms listed below. He will have students check in with a partner to see if there are any questions, and then discuss as a whole group. (20 minutes)

Laura will discuss Ferrero’s article with the large group. She will start by talking about what global means in the context of psychological research—using both halves of the brain in an integrated manner. She will review some of the things students are doing in the Chicago schools: watching teachers debate ethical issues, reading Mary Shelley’s *Frankenstein*, ability-level test prep classes. She will ask the students to quick-write: What, if anything, about these Chicago schools is global? After students have time to write, she will discuss with them. (30 minutes)

Workshop.

TPS on feedback from microteaching.

Student Questionnaire due by 8 pm next Wednesday or it is late. Also remember to turn in filled-out rubric.

Questions and answer time if students have any questions about the student questionnaire assignment. Go back to the preliminary list of survey questions made last week and pair and share for critique. Teacher will circulate to give individual input to students on questions thus far. When student finish they can continue the process of looking through readings and creating questions.

**TRADITIONAL**

1.Standardized tests

2.Basic skills

3.Ability grouping

4.Essays/research papers

5.Subject-matter disciplines

6.Chronology/history

7.Breadth

8.Academic mastery

9.Eurocentrism

10.Canonical curriculum

11.Top-down curriculum

12.Required content

**INNOVATIVE**

1.Authentic assessment

2.Higher-order thinking

3.Heterogeneous grouping

4.Hands-on projects

5.Interdisciplinary integration

6.Thematic integration

7.Depth

8.Cultivation of individual talents

9.Multiculturalism

10.Inclusive curriculum

11.Teacher autonomy/creativity

12.Student interest

Essential Question: How do we develop global curricula?

Your should write a lesson that:

1) applies an academic concept in your subject area;

2) uses a piece of authentic input;

3) encourages student-to-student interaction and cooperation; and

4) makes explicit use of home language and cultural resources as an at-home extension.

Next week, we will have a lesson swap, where you will explain this lesson to another group and get their feedback.

Affirming Plural Belonging QUIZ

Describe the Dual Language project the authors initiated in a Toronto kindergarten.

Summarize either the case of Sarah or the case of Zohreh, and what we learn from the child’s experiences.

The authors give several good reasons why we might want students to maintain proficiency in their first language (L1) at the same time as they are learning English (L2). List at least two of these reasons, and explain each in a sentence or two.

**Creating Global Curricula**

**Creating a 45-Minute Lesson Plan**

What is your subject-matter area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What age-group are you teaching: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is your teaching goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the academic concept that you are working with: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What other conversational language might you stress: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What piece of authentic input will you use (please bring next week: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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List the steps of the lesson (what students will be doing):

Describe the way in which the lesson will encourage student-to-student interaction and cooperation:

Describe how you will use home language and cultural resources as an at-home extension for the lesson.